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*Published by*

AMERICAN ASSOCIATION OF SCHOOLS OF SOCIAL WORK  
1313 E. 60th, Chicago 37, Ill.



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# *Foreword*

☆ Everywhere young people are searching for a way of life. They want that way to serve the large interests of humanity. They also want it to give to those who pursue it the richness of experience and inner satisfaction that is the right of all to ask of life.

This pamphlet is presented in the hope of ending that search for at least some of the seekers—for in peace and war social work is dedicated to the large interests of humanity; in peace and war it offers to those who pursue it richness of experience and inner satisfaction.

Because this is so, social work asks of its workers the utmost in preparation and training. From the fittest for the job come the real contributions. To the fittest go the real rewards. Social work needs quality as well as quantity of workers. Young people, in turn, need the security of job opportunity that social work offers—for social work is a growing profession. So great is the demand for qualified graduates of schools of social work that the American Association of Schools of Social Work in cooperation with the American Association of Social Workers, the American Association of Medical Social Workers and the American Association of Psychiatric Social Workers is issuing this publication to make known the opportunities in social work.

This pamphlet is intended to help the college student explore the possibilities, requirements, and undergraduate education recommended for social work. College advisors will find the information helpful and useful in making known the vocational opportunities that exist in this uncrowded field and college administrators who wish to know the standards to be followed in establishing schools of social work will find the section on "Professional Education for Social Work" a source for reference.

### *Acknowledgments*

Material has been contributed from many sources. Acknowledgment should be made to Mr. R. Clyde White, chairman of the Committee on Pre-Social Work Education of the American Association of Schools of Social Work; to Mr. Harry Cassidy for use of material from "Social Work as a Profession," a mimeographed statement issued by the Department of Social Welfare, University of California; to Mr. David W. Axelrod for quotations from an article in *Careers Ahead*, a publication of the Jewish Vocational Guidance Bureau, San Francisco; to "Social Work as a Career," issued by the Graduate School of Social Work of the University of Southern California; to Mr. Max Silverstein for quotations from "Jobs and Careers," in the B'nai B'rith *Messenger*, April 10, 1942, Los Angeles; to Miss Marion Hathway for material from "Education for Social Work," *Social Work Year Book, 1941*; and to Miss Harriett Bartlett, president of the American Association of Medical Social Workers, for preparation of section III of this pamphlet.

The committee which has been responsible for the preparation of the pamphlet has been composed of Arlien Johnson, American Association of Schools of Social Work, University of Southern California, chairman; Leona Massoth, executive secretary of the American Association of Schools of Social Work; Harriett Bartlett, American Association of Medical Social Workers, Massachusetts General Hospital, Boston, Massachusetts; and Ruth Gartland, American Association of Psychiatric Social Workers, University of Pittsburgh.



## CHAPTER I

### ☆ *What Is Social Work*

Social work as a profession has developed within the past three or four decades, but its roots go back into the centuries—to activities that went by names like “charity,” “philanthropy,” “poor relief,” and “social reform.”

In modern society many forces, economic, political, social, and psychological, disrupt normal living. Trouble of one kind or another may befall families. The bread winner may lose his job. Ill health may strike when financial fortunes are low. Children may lack opportunities for wholesome life because father and mother lack the capacity or the understanding to provide them. These and many other problems arise in the lives of people, and it is to people as individuals and as groups, that modern social work is dedicated. Its hope is to help them attain satisfying relationships and standards of life in harmony with their own wishes and capacities and with the well-being of the community.

There was a time when a helping hand, extended in a haphazard sort of way by some “Lady Bountiful,” or by the church with an occasional basket of food, or by a neighbor, was considered sufficient. Later, social agencies staffed by people with good intentions but little or no special training, took over. Today, along with the concept of society’s responsibility to the individual and the individual’s responsibility to society, has come organized social work. About nine-tenths of it, being supported by taxes, is governmental. The rest, being supported by voluntary contributions, is private. Departments of Public Welfare and assistance, health departments and hospitals, bureaus of social insurance, public recreation centers, juvenile courts, prisons and correctional agencies, child guidance and adult clinics, settlement and neighborhood houses, family welfare and child welfare societies, community chests and councils, institutions for the handicapped, school systems, community centers, “Y’s,” the Red Cross, the United Service Organizations—these are some of the employers of social workers.

With organized social work has come the development of the professionally trained social worker. Social work is difficult; it

needs professional training. It deals with people—deals with them more directly than does any other profession except medicine—and people, subject as they are to every current and tide that flows across the world, are the most complicated of all mechanisms. If it is an individual that is being dealt with, the social worker must not only know the facts of his environment and the influences that have gone into his making; he must also understand his responses to that environment and those influences, his attitudes and motives—all the bewildering complex of factors and human reactions that go to make up a social situation. If it is an aggregation of individuals that is being dealt with, a group or a community, the social worker must apply knowledge and understanding to the group or inter-group situation.

Once they are understood, he must work with the individual, or the group, or the community—work *with*, a much more difficult feat than working for or upon. For to give help and service so that both individuals and the community derive the utmost in benefit, requires not only knowledge and human understanding but technical skills. Special professional preparation for social work is a necessary part of acquiring this skill.

### ☆ *The Nature of a Profession*

In Grandfather's day the term "profession" was applied to ministry, law, and medicine. Since then, other vocations like teaching, engineering, dentistry, and nursing have come to be accepted as professions, too. More recently, social work has stepped into the ring.

What is a profession?

It has often been said that professions have these characteristics—

- They require use of the brain, rather than the hand, and a high degree of individual responsibility.
- They must be learned.
- They involve the application of knowledge to concrete situations.
- They tend toward self-organization for promotion of high standards and advancement of their interests.
- They are responsive to the public weal.



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Does social work require use of the brain and a high degree of individual responsibility? It does. The social worker must not only know and understand the scientific principles which underlie individual and group behavior; he must, largely on his own responsibility, apply those principles to the people with whom he works in specific situations.

Must social work be learned? It must. The laboratory, the seminar, the textbook, and other materials must constantly be tapped for information, and professional schools of social work have been established to teach what is known and to further research. Social work has a body of special knowledge and technical skills which can be communicated by education; and critical and scientific literature, based on research, is constantly accumulating.

Does social work involve the application of knowledge to concrete situations? It does. Such application is part of the social worker's daily routine; its mastery is taught in professional schools, where actual responsibility under supervision in social agencies is part of the training.

Does social work tend toward self-organization for promotion of high standards and advancements of its interests? It so tends. Forty-two schools of social work—all parts of, or affiliated with, accredited colleges and universities—have banded together into the American Association of Schools of Social Work, which exists to promote high educational standards.

For the social worker who has completed his training there are organized channels for continuing his professional development and for putting to use his experience in practice to improve the quality of social services in the community, and to find better solutions to social ills. The three professional organizations which provide the means for the practicing social worker to work collectively toward the advancement of social work are: The American Association of Social Workers, the American Association of Medical Social Workers and the American Association of Psychiatric Social Workers. The American Association of Social Workers is the general professional association, its members coming from all fields and types of social work, while the American Association of Medical Social Workers and the American Association of Psychiatric Social Workers membership requirements are related to medical and psychiatric social work practice.

Is social work responsive to the public weal? It is. Probably no profession except the ministry has been more concerned with the

well-being of people. In social work, the young person who yearns to trade his talent and training for something more than personal gain has a creative opportunity to work toward that better world of which man has dreamed since he was a reasoning creature.

### ☆ *The Scope of Social Work*

Social work tries to prevent, as well as to reduce, human waste and wreckage. It has therefore come to be an accepted service of communities and government in times of social crisis.

But social work is more than that. More and more, as time goes on, it is playing a role in the increasing and continuous long-term planning for community and national life. The expansion in governmental social security activities was the most significant movement in this direction. Housing, health, welfare, and the conservation and development of human skills and resources are all matters of more and more concern.

As the scope of social work has grown, so, naturally, has the number of those engaged in it. There were about 40,000 social workers a decade ago, now there are almost twice as many. And this increase assumes new significance when compared with the seven to eleven per cent increase in most of the other professions. Although social work has been considered as primarily attractive to women, it has an increasing percentage of men in its ranks; and in protective and correctional work, men have outnumbered women. The 1940 census revealed that about one-third of all social and welfare workers were men, as compared with about one-quarter in 1930.

Yet swiftly as the ranks of social workers have swelled, the pace has lagged behind the demand. And now—with war ripping at the fabric of human lives and war-urgencies cutting chunks in the ranks of social workers—the need cries more loudly than ever.

### ☆ *The Outlook for the Future*

War is a disrupter of homes. War is a dispeller of the wholesome influences by which children chart their lives. War accentuates old social weaknesses and creates new ones. Defense industries and camps for soldiers mushroom in places ill equipped to care for them. Housing shortages develop, need for recreation cries out, lack of school facilities strikes at the very roots of

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democracy. Juvenile delinquency waxes. Prostitution and illegitimacy rise.

These are but a few of the war-born problems that confront social work today. A whole new pattern of social living is forming—war-living. And social work must see it through.

And after the war, when peace brings new adjustments, new troubles, social work must see that period through, too.

These are challenges for the best brains in America. Professionally trained social workers can meet them, giving of capacities and skills which are indispensable in the crisis.



## CHAPTER II

☆ *Personal Requirements and Rewards*

I cannot conceive of life without a vocation, an inner summons. The vocation arises from the vital spring, and from the vocation is born the project of life which, at every moment, constitutes "my life." The vocation of an individual may coincide with one of those forms of life which have been dubbed with the names of professions. There are individuals who genuinely are painters, politicians, businessmen, clergymen. There are many more, however, who execute these professions without genuinely being them.\*

The selection of a vocation is a matter of individual preference and choice—no more important choice is made in a lifetime. Because it is so important it is essential to know beforehand what one should have to give to the job to make it a good job. What are the personal qualifications that make for success in social work? And what has the job to give to the individual? What are the financial and other rewards that ensue? If there is reciprocity, then both sides know satisfaction and a person may find a profession of which he can be genuinely a part, and to which he responds from "an inner summons."

There are two things that one gives to a job—one's innate qualities and capacities and one's acquired knowledge and skills. Anyone interested in entering a school of social work for professional education should ask himself what he will bring with him in terms of native ability. A keen, flexible mind and common sense are important. With these qualities should be combined a sense of humor and a sense of responsibility. An interest in people, a faith that human beings have within themselves the power to change—these are indispensable. Dealing with people who may not be behaving normally or desirably requires patience, tolerance, adaptability, resourcefulness, and sound judgment. It means too, that the social worker himself must be mentally and emotionally well balanced, in good health with a zest for living.

In the realm of the acquired, that which is basic to all kinds of

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\*Ortego y Gasset, *Toward a Philosophy of History* (New York: W. W. Norton, 1941) pp. 260-1.



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social work is an understanding of the world in which one lives. Economics, sociology, political science, biology, history, psychology, literature—these are the raw materials of which that understanding is formed. The rest of acquired learning that should be brought to the job is the special knowledge and technical skill that is learned in professional schools. Some of it is basic to all kinds of social work, some of it is peculiar to specialized jobs. All of it is the body of known truth that is the nucleus of social work as a profession.

But what about the rewards of social work—its contribution to the lives of those who are dedicated to it?

Social work is not a profession to be selected by those who are ambitious for large financial returns. Nevertheless, the salaries compare favorably with those in teaching and public health nursing; their trend is upward, particularly in the public services; and for those with professional education, a reasonable standard of living is assured.

Men and women who are professionally educated, who have experience and desirable personal traits, can look forward to senior, supervisory, and executive positions at salaries ranging from \$2,400 to \$5,000 a year. A limited number of posts in the large federal and state public welfare agencies, and in community chests and councils of social agencies, pay executive salaries as high as \$10,000 a year and upwards. For most social work jobs, however, the dollar remuneration is from \$1,500 to \$2,500 a year, depending upon the amount of graduate study the incumbent has put in and upon the extent and kind of his experience. Graduates of the two-year professional course from an accredited school of social work generally begin at from \$125 to \$135 a month when they have had no previous employment, at from \$145 to \$175 when they have had previous employment.

But it is not the economic advantages, such as they are, that should be the determining factor in leading a person to choose social work as a profession. There are others that will appeal still more strongly to young people of intelligence, vigor, and some insight into the social problems that now beset our modern world. Social work offers an opportunity of rendering a service to the community that is clearly constructive. It is a profession that is still comparatively undeveloped, with much pioneering and working on social frontiers to be done. It gives to those who become proficient in it a broad understanding of the stream of human life

about them. It offers rich rewards in warm human associations for those who "like people" and can associate freely and happily with their fellowmen in all walks of life. It is not an easy profession, one to be entered into casually as a means of making a living. But for those who are concerned with a way of life as well as with a vocation it can be challenging and vital in the extreme and can offer great satisfaction in experience and in accomplishment.

## CHAPTER III

☆ *Employment Opportunities in Social Work*

Since social work deals with a wide range of human needs, social workers are employed in many different types of programs and agencies. Sometimes these are primarily social work agencies, such as county or state public welfare departments or private family and child welfare societies. Sometimes they are other types—schools, hospitals, or courts—to which social workers are attached as specialists. Since ninety per cent of social work is public, many of the opportunities lie with governmental agencies.

Expansion of the public social services has been so rapid that schools of social work have been able to supply only a portion of their personnel needs. Furthermore, the personnel required is increasing because the public social services are still expanding, and new ones are constantly being added. They include all governmental social services, whether local, state, or federal. And since they cover all the major fields of social work, they employ all types of workers—family and child welfare workers, medical and psychiatric workers, as well as those trained in group work, community organizations, and social research. All grades of maturity and experience are needed, from the beginning case worker to the widely experienced executive and administrator. The challenge and opportunity are great, not only because trained leadership in program-planning and skillful practice may influence the whole development of public welfare, but because many of the programs are new and policies are still in the making.

The greatest number of social workers is probably employed by county or state welfare departments in the administration of public assistance. But other programs, too, use thousands of workers—child welfare, recreation, and the newer programs like social insurance and housing.

There is increasing recognition of the importance of the quality of service in these far-flung programs that reach from our most congested cities to our most remote rural counties. It is recognized, for instance, that the giving of financial relief is not a mechanical process but a service demanding knowledge, judgment, and skill in



understanding the needs of each applicant as a person, and in helping him to deal with the social difficulties that are associated with his economic distress. The social worker who understands the complex psychological problems involved in sickness and dependency can do much to prevent more serious incapacity. Treatment of each applicant as an individual shifts the emphasis from palliative service toward a more vigorous goal, aiming at the greatest possible degree of rehabilitation to active, social life.

In recognition of these truths, the public services for the most part require that those who work in them demonstrate their competence in civil service examinations. Furthermore, training for social work is regarded as an essential for the public assistance and child welfare programs and as having a potential contribution for other programs like the employment services and unemployment insurance.

In reviewing the major social work fields, it becomes evident that for the most part they fall into—Social Case Work, Social Group Work, Community Organization, and Social Research. Social Case Work involves direct service to individuals and families. Social Group Work deals primarily with persons in their group relationships and Community Organization is the method of furthering inter-group relationships toward social ends.

### ☆ *Social Case Work*

Some of the areas in which social case workers are most frequently found are family social work, child welfare, medical social work, and psychiatric social work.

*Family social work* is one of the oldest and most basic types of service. Here the social worker gives assistance in relation to situations where family friction, broken homes, economic distress, personality maladjustments, and similar difficulties are affecting individuals within a family group or the family as a whole. The aim is to build up the strengths of individual personality and family life. Family social work is of special importance because it is here that most of the fundamental case work processes were first defined and that present practice has reached a high level of skilled performance.

*Child welfare* deals with problems similar to those in family welfare work but focuses upon the needs of the child. Many children live in families that lack the economic security, healthful

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environment, and affection that every child needs. When the deficiencies are so great that remedial work cannot be done, effort is made to supply a substitute through a foster-home or institutional plan of living. Many agencies and institutions, public and private, have been established for the care and protection of children who are dependent, neglected, delinquent, physically handicapped, and mentally defective, and for children whose physical and moral welfare is endangered by conditions in the home or in the community. Under the leadership of the United States Children's Bureau a child welfare program has in recent years been successfully established to meet the needs of children in rural areas throughout the country. Often the problem is first manifested when the child develops some type of behavior that creates difficulty in the home, the school, or the community. Social workers prepared to deal with these particularly complex problems are employed on the staffs of child guidance clinics, schools, and juvenile courts. School social work, in particular, is a field of interest to social case workers who wish an opportunity to help individual children make creative use of their school experience. It involves counseling with children who are having difficulty in school and with their parents and teachers. Whatever its type, however, child welfare work has strong appeal. The need of the child is great, and it is in childhood that the best preventive work can be done.

*Medical social work* is practiced under the auspices of a hospital or program of medical care. Medical social workers collaborate with doctors and nurses in meeting social problems related to illness and medical care. Through their efforts, the doctor is helped toward a better understanding of the patient's needs while the patient and his family are aided to solve the difficulties that stand in the way of successful medical treatment and a return to normal living. The medical social worker may be a member of the hospital staff or attached to an agency with a health program covering a whole county or state. Rapid developments in scientific medicine and public health have made medical social work a stimulating field. Before the war there was already a shortage of qualified workers because of the spread of medical social work from the hospital into broader community programs. Now the demands of military medical institutions have increased that shortage.

*Psychiatric social work* resembles medical social work in that it is always practiced in association with another profession—in this instance, that of psychiatry. Both medical and psychiatric social



workers work so closely and continuously with physicians, psychiatrists, nurses, dietitians, psychologists, occupational therapists, and others, that they must be particularly successful at teamwork. While medical social work deals primarily with problems of physical illness, psychiatric social work is concerned with mental illness and defects and the more serious emotional difficulties. From its earliest beginnings in the last war, psychiatric social work has been making a continuous contribution to the rest of social work through a deepening of the understanding of personality and of methods of working with emotionally disturbed persons. Psychiatric social workers have therefore been employed not only in the characteristic environment of the child guidance clinic and mental hospital but also in all types of social case work. War needs now create a special demand for their services in military institutions.

Such, then, are some of the kinds of case work that social workers do. It is impossible to describe them all. Mention should be made, however, of positions of this sort associated with courts and other agencies set up to deal with problems of delinquency. In the formal court setting, the social worker may be a probation officer; in the less formal setting of a children's agency or child guidance clinic, he may work with pre-delinquent children. It is a challenging area that is not as yet as clearly organized, and those interested in pioneer work will feel its appeal. It is a good field for men since boys and young men predominate among delinquents.

### ☆ *Social Group Work*

Social group work deals primarily with persons in their group relationships. Its greatest development has been in recreational and informal educational activities where the trained social worker functions chiefly as a supervisor of volunteer and paid leaders of groups. Through the use of group work methods, these activities become a potent means for making democratic principles meaningful in daily life. Social workers who have had professional preparation in group work find positions in such organizations as social settlements, community centers, churches, camps, housing projects, and a wide variety of projects sponsored by both public and private agencies and receiving both local and national support. Group workers are employed by the federal government in about sixteen different federal departments or bureaus. They are employed by state and local governments in supervisory positions



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related to recreational and educational work in parks, playgrounds, and indoor activities. They are also employed by such well-known private organizations as the Boy and Girl Scouts, Y.M.C.A., Y.W.C.A., and Jewish centers. Agencies serving special sections of the population, like foreign-born groups, farm groups, and industrial-worker groups, likewise need workers with this training. New programs that have developed in response to war needs, such as the recreational activities of the United Service Organizations, also need them. In addition, they are wanted by the Red Cross in its extensive recreational programs in Army and Navy hospitals and in mobile field units that go overseas with the armed forces. Both men and women are in demand for group work posts, and promotion is rapid for the well-qualified.

### ☆ *Community Organization*

Some types of social work programs have to do with larger aggregations than those commonly known as "groups"—several groups for instance, or a whole community. The social worker who works with these inter-group processes works in the field of community organization. Its method is the furthering of inter-group relationships toward social ends. While all social workers are naturally to some degree working in this area, it is essential that some should be especially trained for it. Such agencies as councils of social agencies, coordinating councils, and councils of defense, have community organization as their primary function. By bringing together representatives of all kinds of agencies, the social worker helps organize for the purpose of welfare planning and of coordination of efforts within a given neighborhood or community. For mature, experienced persons, this is a fascinating and remunerative field.

### ☆ *Social Research*

Another type of social work, in addition to case work, group work, and community organizations, also deserves mention. That is social research—which offers positions to those who have obtained education and experience in both social work practice and statistical and research methods. While all social workers are continually in touch with social data, it is the primary function of research personnel to bring together facts for purposes of social planning. All types of social agencies, public and private, engage in research.

Sometimes this is undertaken as a special survey or study project for the analysis of community needs or for the evaluation of an agency program. Sometimes there is a permanent research department, continually engaged in carrying on various types of investigation. In still other instances, there are social agencies whose primary activity is research. Many social research positions are to be found in national and federal agencies, universities, councils of social agencies, and similar organizations. For the person who combines interest in scientific methods with the wish to keep in touch with vital human problems, social research is stimulating work.

### ☆ *Social Administration*

Still another angle from which the field of social work must be approached in order to appreciate its many opportunities is that of the various grades of responsibility assigned to the personnel within any social agency or program. Education in a school of social work prepares a younger worker to begin usually in giving direct service to persons with one or another kind of need. As the worker becomes more experienced, additional responsibilities are assigned to him. These may be supervision of other workers, teaching, consultant service, or administration. For the latter, because of the complexity of the problems involved in operating an agency or program, special education and experience are needed; and while only the most highly qualified and capable persons may expect to function as administrators, all social workers need to understand the principles of administration and may have opportunity to participate in program-planning and administrative activities.

Whatever the setting within which they work, however, social workers have the same basic purposes and methods. On the one hand, they endeavor to develop the community's resources and programs toward a healthier, more satisfying, and more meaningful way of life for all persons, with a special emphasis upon underprivileged sections of the population. On the other hand, they work directly with individuals and groups in relation to their particular needs and problems, helping them to make more effective use of their own capacities and the community's resources.

Their purpose is to serve both the individual and the community. It is an inspiring task whichever field, whichever agency is chosen.



## CHAPTER IV

### ☆*Pre-Social Work Education*

A professional man or woman should be an educated person in the broad sense of the term if he or she is to make his special knowledge contribute to the welfare of society. General or pre-social work education, therefore, should precede professional education. Just as leading universities now require a bachelor's degree for admission to their medical, theological, or law schools, so they make a similar requirement for admission to their schools of social work.

There are other reasons, too, for pre-social work education. Social workers must deal with critical situations in human lives. They must make independent judgments. They must establish working relationships with persons in all walks of life. They must acquire poise and dignity. They must assume a high degree of responsibility. To do such things requires more maturity of judgment than most people have at the usual age of graduation from college.

The achievement of sound undergraduate preparation may occur by happy accident, but it is more likely to result from following a carefully planned course of study. The interests and tastes of the student establish the point from which planning under the guidance of a wise advisor proceeds. Hence, not all students will, or should, follow the same course of study. There are some fields, however, with which any educated person should be familiar, and certain ones with which it is imperative that the pre-social work student become acquainted. The concept of pre-social work education is not empty, nor is it rigid.

### *General Education*

The best foundation for social work is completion of an undergraduate course of study in liberal arts with a group major in the social sciences. Since the social worker is concerned with the whole range and complex of social, economic, and psychological factors which affect the welfare and happiness of individuals, groups, and communities, whatever contributes to the growth of understanding

and the broadening and deepening of sympathies is pertinent. Thus, any study of art, literature, science, social science, and philosophy is germane. Some courses relating to the field of social work may also be given at the college level, but experience in schools of social work and in social agencies during the past two decades shows that they should be general and non-technical.

Most of the member schools of the American Association of Schools of Social Work require that applicants for admission show that they have completed a certain amount of study in the social sciences. Some schools also require that a minimum amount of work in the biological sciences has been completed. Economics, political science, psychology, and sociology, including social anthropology, are usually considered the pre-professional subjects most closely related to the social service curriculum. While it is desirable that the student know something about each of these, no one has been designated as more important than the other.

This policy with reference to the social sciences is supported by the membership requirements of the American Association of Social Workers, which specify, in addition to certain minimum professional education, that the applicant must have completed fifteen semester hours of social and biological sciences for junior membership, and twenty semester hours of social and biological sciences for full membership. Sociology, economics, political science, psychology, and anthropology may be offered to meet these social science requirements although certain other courses are acceptable substitutes.

### *Selection of an Undergraduate Major*

Much more is now known about the kind of undergraduate education desirable for social workers than was known a few years ago, but much yet remains to be learned. Various attempts made to obtain opinions and factual information throw light on certain questions, however.

One survey asked a number of graduates of schools of social work to indicate what, in their own undergraduate education, had been most valuable to them not only during their professional education but later, on the job. All expressed a strong conviction regarding the value of a broad, general education, only two being willing to part with anything they had studied as undergraduates—and one of these had majored in engineering, the other in



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mathematics! All were likewise unanimous in mentioning some gap in undergraduate education. Almost half had had social science majors and were well satisfied with their choices, although four regretted that they had not taken more work in social sciences other than in the particular one in which they majored. Those who concentrated in history or English believed that the perspective acquired and the broadening effects had been of permanent value. The group which did its chief work in the biological sciences expressed satisfaction with these studies, but all regretted that they had omitted most of the social sciences and English. Those who were fortunate enough to have had an education that gave them training in mental discipline and efficient work habits stressed the experience as one of primary value. Frequent mention was made, too, of the importance of the mastery of the English language, both written and spoken. Closely linked to this ability was the ability to think logically. Tool subjects such as social statistics were believed useful in this connection.

Whatever else may have interested these graduates or contributed to their intellectual growth, the opinion was general that the social sciences, including psychology, were of importance.

Another survey sheds some light on social workers' opinions of the relative importance of certain of the social and biological sciences. From a selected list, these eight subjects were ranked in the following order of importance — sociology, psychology, economics, government, biology, education, religion, and anthropology.

Opinions of colleges as to how to advise pre-social work students seem to coincide fairly generally with those of the social workers. Of colleges queried, almost all recommended completion of the introductory courses in two or more social science departments. Those most commonly required were sociology, economics, psychology, and government.

The same study revealed a variety of college plans for students who might like to prepare for social work. Among these were lectures by the faculty or an invited social worker, visits to social agencies, and conferences with vocational guidance advisors.

### *Pre-Social Work Education*

The following opinions may be said to represent a fair consensus not only of the ideas of those in social work practice but of those in social work education—

- Rigid formulation of a pre-social work curriculum should probably be avoided at this time. All pre-social work students should not be expected to take the same courses throughout the undergraduate period. Any one of the social sciences may be chosen, or perhaps English or home economics, provided that enough work is done in the other subjects.
- A broad, general education is desirable—and provides the most useful intellectual background for dealing with human problems, whether they be the problems of the individual or of the national standard of living. The social worker needs to have general cultural interests and to be at home in the intellectual world of his time. The study of literature, ethics, physical science, biological science, history, and languages broadens sympathies and deepens insight. These qualities are peculiarly important in the social worker because of the nature of his responsibilities. Nothing in the college curriculum is wholly foreign to social work.
- The social sciences are of primary importance, and while it would be well for the pre-social work student to major in social sciences, study should not be limited to them exclusively. Where the requirements for the bachelor's degree permit, it would be preferable for a student to have eighteen semester hours in one social science and six in each of two others, rather than to take thirty hours in one and none in any other. So many courses in social sciences should not be prescribed that the student has no time for work in other departments.
- English composition and literature are likewise of importance. Insight into human motivation and behavior may come from reading drama, fiction, essays, and poetry as well as from study of psychology. Every social worker has to write records and conduct interviews so that it is almost a technical necessity that he be able to write and speak simple, lucid English. Mastery of at least one foreign language is also suggested because of this country's increasing contacts with foreign countries.
- Introductory social work courses are sometimes offered to undergraduates under such titles as "the field of social



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work," "introduction to public welfare," "child welfare problems," and "family problems." If such courses are purely informational and aim to acquaint the student with the problems which require the skill and knowledge of the social worker, they may serve a useful purpose for the pre-social work student and for the student entering some other profession or business. In taking such courses the student should be cautioned against thinking that he is taking professional courses that will prepare him for a position in social work.

- Systematic student guidance is greatly needed. Social work offers unusual opportunities to young people who have natural aptitudes for working constructively with people. Furthermore, the field will long be undermanned; and leadership in practice, in social work education and in research is open to all who qualify.

Not enough telling has been done about social work. Young people do not know what it offers, nor do they know how to prepare themselves for it. Studies indicate that young people are most often attracted to social work through the influence of teachers and of social workers who may be brought to the campus to talk about the profession. A college instructor who is informed about the opportunities and qualifications for those likely to succeed in social work can do a great service by making known to promising students the possibilities in this uncrowded field.

## CHAPTER V

☆ *Professional Education for Social Work*

Practice precedes theory in the growth of any profession, and an intimate relationship continues between the two as the profession develops. It is natural therefore that formal education for social work at first adhered closely to the needs of social agencies and differed little from the content of apprentice training. Early, however, two powerful influences began to modify the apprentice focus and to encourage a preparation based on scientific knowledge and conducive to practice in a changing field.

The first influence was the establishment of schools of social work within university framework. This furthered not only recognition of fundamental knowledge upon which professional study could be based but also the gradual relinquishment of the concept of training for specific agency needs.

At first the establishment of schools of social work went forward slowly—usually being the result of efforts of practicing social workers in important centers of population. The first school was established in 1898 in New York. This was then followed by similar undertakings in Chicago in 1901, Boston in 1904, and Philadelphia and St. Louis in 1908. During and following the First World War, the American Red Cross gave small subsidies to a number of universities to carry on "training courses." By 1919 the number of schools was sufficient so that nineteen universities, colleges, and independent schools responded to the invitation to form a national association. This association is now known as the American Association of Schools of Social Work. It numbers forty-two schools.

The second influence that modified the apprentice focus of training for social work was change in the actual practice of social work. Social reforms, the increasing variety of social services, the new demands upon personnel in the field, broadened the educational effort then under way. This broadening was carried forward by the needs of the First World War and the profound change in social work organization during the post-war period. The depression of the 1930's ushered in another period of growth



for the social services—first, to meet the needs of prolonged unemployment; later, to provide a degree of permanent security against the social risks now accepted as part of the economic and social system. The Second World War has rapidly spread the hazards of dependency, sickness, and demoralization so that social services are again being expanded to meet and deal with them.

### *Educational Standards and Organization*

According to the present standards of the American Association of Schools of Social Work, certain criteria relative to organization, administrative entity, director, faculty, and curriculum must be met by all member schools and those applying for membership.

(1) The professional curriculum must be based on four years of undergraduate study in a college of liberal arts and sciences and must be completely graduate, replacing the old combination of undergraduate and graduate courses. With the exception of a small number of “adult specials” (never to exceed ten per cent of a school’s total enrollment), all students must be graduates of accredited colleges and universities.

(2) The faculty must be qualified both academically and professionally, equipped with a broad liberal arts education, sound graduate professional education, and wide experience in the practice of the profession. Research, which should be one of the functions of the professional school, requires preparation of this kind; and leadership that can contribute to the continuing development of a body of communicable knowledge and skills is essential.

(3) The first graduate year is a basic curriculum adopted by the Association and must include an approved program of field instruction. The “basic minimum curriculum” adopted in 1932 has undergone revision from time to time but is significant in that it represents the principle that a generic base or content in social work education and practice exists. Integration of courses within the curriculum and within the experience of the student is increasingly noticeable. More weight is being placed than formerly upon the skills and methods used that are applicable to any setting; for example, there is a tendency to utilize field practice centers in child welfare agencies, in medical social case work agencies, and in psychiatric case work agencies for the enrichment of the student’s skill in the practice of family case work—not necessarily in the practice of the specializations represented by the agencies mentioned.

If the subject matter is examined without reference to course titles, the content will be found to comprise the understanding of individuals; the processes of helping individuals, groups, and inter-groups; administration; public welfare; research; the structure and function of agencies; the framework and inter-relationships of the community within which these services function; and field work instruction. The latter is so important in professional education that it is recognized as an integral part of the curriculum for which academic credit is given. It parallels the courses in related areas in the curriculum and becomes the point at which these and other courses assume an organic relationship to each other and to practice.

Criteria for the selection of agencies suitable for field work placements, as well as criteria for field instructors, are well defined. They include: the professional standing of the agency, the interest of the agency in the future development of its own staff and acceptance of a share in the training of future social workers, established personnel practices, satisfactory physical facilities to permit the placement of students, quality and extent of suitable clinical material, and available supervisory personnel. Criteria used in the selection and approval of field supervisors include: the certificate or degree from an accredited two-year school of social work, eligibility for senior membership in the American Association of Social Workers or membership in a cognate professional organization which is more nearly applicable, professional experience of two or more years in a satisfactory agency, experience in supervision or demonstrated ability as a supervisor, and ability or capacity for teaching in the supervisor-student relationship.

The philosophy of field work practice and the organization of student work in the field varies from school to school. By some schools the educational content is stressed to the point where the supervisors are provided by the school; in others the importance of relating field work closely to agency practice is favored so that supervisors are selected from among practitioners in the agencies.

(4) The curriculum must be organized so that it leads to a certificate or degree. Although a limited number of schools offering only the basic first year are admitted to membership in the Association, thirty-five of the forty-two member schools provide a two-year curriculum. This provision makes possible the establishment of a small number of schools, having the same general standards as the two-year schools, in those areas of the country



where the resources do not justify a two-year curriculum and yet where the need for professional education is very great. One can only begin to attain the necessary knowledge and skill, however, in one year of graduate study but adequate professional preparation for all fields require two years. Specialization in some one aspect of social work occurs in the second year of graduate study. Case work, group work, and community organization are considered basic-method courses and, with public welfare administration, are usually the foundation for specialization in the second year. Within this group, case work is the most highly developed in record material and literature; yet encouraging progress is being made in the clarification of the group work process and its place in the total curriculum, and increasing attention is being given to community organization as a social process. As for public welfare history and structures, the recent expansion of the public social services has called attention to the importance of understanding them, to the value of knowledge of administration and social research, and to the necessity for the social worker to understand the social and economic forces which affect social work function.

(5) Finally, a professional school must now be a part of or affiliated with an accredited college or university, and must have, within that framework, an entity apart from other divisions of the university. It must have defined professional objectives, which are expressed in an organized curriculum, and must be administered by a director qualified to give leadership.

### *Admission Requirements*

The schools attempt to recruit and select students who give promise by intelligence and personality of success in social work. The too-generous admission policies of a number of schools which were adopted to meet the emergency need for workers have gradually been modified as it has been made clear that it is workers with capacity for leadership that are needed. In general, the schools examine candidates for admission to determine

- whether they have maturity and give promise of being able to work constructively with people,
- whether they have sound mental and physical health,
- whether they have a record of undergraduate scholarship which indicates that they can carry graduate work satisfactorily, and

- whether they have a foundation in the social sciences.

Tuition fees in Association schools range all the way from \$10 a semester in a state university to \$125 a quarter. Many of the schools\* are able to offer scholarships, fellowships, and loans to a limited number of students selected on the basis of greatest promise and need.

Student enrollment during the decade 1930-40 reveals significant trends. In the first place, it more than doubled during that period—the most significant increase occurring in 1934 when the Federal Emergency Relief Administration training program established maintenance scholarships for the limited preparation of promising young persons employed in the emergency relief programs of the various states. Enrollment gains made at that time have been consistently maintained, an average of almost ten thousand different students annually attending schools of social work. The increasing number of men enrolled has, of course, been interrupted by the war. Before that—in 1939—one out of every five students was male.

### *Effect of Expansion of Public Social Services •*

Expansion in the public social services and the demand for personnel have stimulated the enrollment of students in the professional schools. About two hundred public employees secure “educational leave” annually in order to continue their education at schools of social work. These factors have also stimulated the establishment of new schools of social work, especially in those areas not previously served by existing educational resources. All but three of the eleven schools in the United States which have been admitted to membership in the AASSW since January, 1938, have been within tax-supported institutions and have been prompted by the desire to prepare students for generalized service in the public agencies. Important curriculum adaptations have likewise been brought about in response to changes occasioned by the public programs. These have included a greater emphasis upon the normal physical and emotional development of the individual in courses adapting material from psychiatry and medicine; greater effort to develop generic content in the teaching of case work; a re-examination of course content in administration and community organization in order to present a subject matter common to both

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\*Most schools offer scholarships and fellowships; inquiries regarding them should be addressed to the dean or the director of the school.



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public and private agencies; an expansion of course content in public administration (in part by the use of curriculum offerings in related departments); the enrichment and expansion of the subject matter of public welfare and the addition of courses in social insurance and public health organization; and further effort to orient the curriculum to the social and economic setting of the larger community. The extension and development of field practice centers in public agencies have been stimulated, and experiments in new types of practice experience are under way in several of the schools. Such experiments include field practice in supervision and in administration, and efforts to develop field practice in rural areas.

Likewise of influence on schools of social work has been the increase of merit systems for public welfare personnel—for merit system specifications in public assistance and child welfare have required professional study in accredited schools of social work to an encouraging degree.

Close collaboration between public agencies and schools of social work is necessary if theory and practice are to keep pace. Educational leave for promising staff members is extremely vital, as are programs of staff development—especially in view of the limited number of graduates annually available from the schools of social work.

“The social services build,” but they cannot do the kind of building for which society cries unless those who take up the task are vigorous, far-seeing, and armed with all the special knowledge and skills of their high calling. In peace and war, social work serves the larger interests of humanity. No dedication is more important. No calling more deserves the best in natural talent and sound training.

*Member Schools of*  
**THE AMERICAN ASSOCIATION OF SCHOOLS  
OF SOCIAL WORK**

- |  |   |
|--|---|
| Atlanta University School of Social Work<br>247 Henry St., S.W., Atlanta, Ga.<br>Forrester B. Washington, Director                                 | *University of Hawaii, Honolulu<br>Hawaii<br>Department of Social Work Training<br>Ferris F. Laune, Director  |
| Boston College, School of Social Work<br>126 Newbury St., Boston, Mass.<br>Rev. Walter McGuinn, S.J., Dean   | *Howard Univ., Washington, D. C.<br>Graduate Division of Social Work<br>E. Franklin Frazier, Director   |
| Boston University, School of Social Work<br>84 Exeter Street, Boston, Mass.<br>Richard K. Conant, Dean   | Indiana University, Indianapolis, Ind.<br>Training Course for Social Work<br>1040—1232 West Michigan Street<br>Louis E. Evans, In Charge of Program |
| Bryn Mawr College, Bryn Mawr, Pa.<br>Carola Woerishoffer, Graduate Department of Social Economy and Social Research<br>Mildred Fairchild, Director | *Louisiana State Univ., Baton Rouge La.<br>Graduate School of Social Welfare Admin.<br>Earl Klein, Director   |
| University of Buffalo, School of Social Work<br>Buffalo, New York<br>Niles Carpenter, Dean   | University of Louisville, Louisville, Ky.<br>Graduate Division of Social Administration<br>John J. Cronin, Director                                 |
| University of California, Berkeley, Cal.<br>Department of Social Welfare<br>Harry M. Cassidy, Director   | Loyola University, School of Social Work<br>28 North Franklin St., Chicago, Ill.<br>Rev. Elmer A. Barton, S.J., Dean                                |
| Carnegie Institute of Technology<br>Dept. of Social Work, Pittsburgh, Pa.<br>Mrs. Mary C. Burnett, Head of Department                              | University of Michigan, Curriculum in Social Work<br>60 Farnsworth Ave., Detroit, Mich.<br>Robert W. Kelso, Director                                |
| Catholic University of America<br>School of Social Work, Washington D. C.<br>Rev. Thomas E. Mitchell, Dean   | University of Minnesota, Minneapolis Minn.<br>Graduate Course in Social Work<br>Gertrude Vaile, Associate Director                                  |
| University of Chicago, Chicago, Ill.<br>School of Social Service Administration<br>Helen Wright, Dean  | Montreal School of Social Work<br>3600 University St., Montreal, Canada<br>Dorothy King, Director   |
| University of Denver, Denver, Colo.<br>Department of Social Work<br>Florence W. Hutsinpillar, Director   | National Catholic School of Social Service<br>2400 Nineteenth St., N.W., Washington, D. C.<br>Rev. Lucian L. Lauerman, Director                     |
| Fordham University, School of Social Service<br>805 Woolworth Building, New York N. Y.<br>Anna E. King, Dean                                       |   |

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\*One Year School.



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**THE AMERICAN ASSOCIATION OF SCHOOLS  
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- University of Nebraska, Lincoln, Nebr.  
Graduate School of Social Work  
Frank Z. Glick, Director
- New York School of Social Work  
Affiliated with Columbia University  
122 East 22nd St., New York, N. Y.  
Walter W. Pettit, Director
- University of North Carolina, Division  
of Public Welfare and Social Work  
Chapel Hill, N. C.  
Roy M. Brown, Director
- Ohio State University, Columbus, Ohio  
School of Social Administration  
Graduate Program  
Charles C. Stillman, Director
- \*University of Oklahoma, Norman  
Oklahoma  
School of Social Work  
J. J. Rhyne, Director
- Pennsylvania School of Social Work  
Affiliated with the University of  
Pennsylvania  
311 South Juniper St., Philadelphia  
Pa.  
Kenneth Pray, Director
- University of Pittsburgh, Pittsburgh,  
Pa.  
School of Applied Social Sciences  
W. I. Newstetter, Dean
- St. Louis University, School of Social  
Service  
221 North Grand Boulevard, St.  
Louis, Mo.  
Rev. A. H. Scheller, S.J., Director
- Simmons College School of Social  
Work  
18 Somerset St., Boston, Mass.  
Katharine D. Hardwick, Director
- Smith College, School for Social Work  
Northampton, Massachusetts  
Everett Kimball, Director
- University of Southern California  
Graduate School of Social Work  
Los Angeles, Calif.  
Arlien Johnson, Dean
- University of Toronto, Toronto  
Canada  
School of Social Work  
Stuart K. Jaffary, Director
- Tulane University, New Orleans  
Louisiana  
School of Social Work  
Elizabeth Wisner, Dean
- \*University of Utah, Salt Lake City  
Utah  
School of Social Work  
Arthur L. Beeley, Dean
- \*State College of Washington  
Graduate School of Social Work  
Pullman, Washington  
Bertha Gerber, Director
- University of Washington, Seattle  
Washington  
Graduate School of Social Work  
Ernest F. Witte, Director
- Washington University, St. Louis, Mo.  
George Warren Brown Dept. of  
Social Work  
Frank J. Bruno, Director
- Wayne University, Detroit, Michigan  
School of Public Affairs and Social  
Work  
Lent D. Upson, Director
- Western Reserve University, Cleve-  
land, Ohio  
School of Applied Social Sciences  
Leonard W. Mayo, Dean
- \*West Virginia University, Morgan-  
town, W. Va.  
Department of Social Work  
Emil M. Sunley, Head
- College of William and Mary  
Richmond School of Social Work  
901 West Franklin St., Richmond  
Va.  
Henry Coe Lanpher, Director



## APPENDIX B

### PROFESSIONAL ASSOCIATIONS, HEADQUARTERS, OFFICERS

#### AMERICAN ASSOCIATION OF SOCIAL WORKERS,

130 East 22nd Street, New York, N. Y.  
Grace Coyle, Western Reserve University, Cleveland, Ohio. President.  
Mrs. Elisabeth Mills, Assistant Executive Secretary in Charge.

*Periodical: The Compass*, monthly publication.

#### AMERICAN ASSOCIATION OF MEDICAL SOCIAL WORKERS,

205 West Wacker Drive, Chicago, Ill.

Harriett Bartlett, Massachusetts General Hospital, Boston, Mass., Pres.  
Marion E. Russell, Executive Secretary.  
*Periodical: The Bulletin*, 8 issues yearly.

#### AMERICAN ASSOCIATION OF PSYCHIATRIC SOCIAL WORKERS,

1711 Fitzwater St., Philadelphia, Pa.

Almena Dawley, President.

Mrs. Elizabeth Healy Ross, Secretary.  
*Periodical: News-letter*, quarterly.

## APPENDIX C

### SELECTED REFERENCES ON SOCIAL WORK AS A PROFESSION

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## ADDENDA

THE FOLLOWING SCHOOLS SHOULD BE ADDED TO THE LIST OF MEMBER SCHOOLS  
OF THE AMERICAN ASSOCIATION OF SCHOOLS OF SOCIAL WORK:

NASHVILLE SCHOOL OF SOCIAL WORK  
412 TWENTY-FIRST AVENUE SOUTH  
NASHVILLE 4, TENNESSEE

Miss Lora Lee Pederson, Director

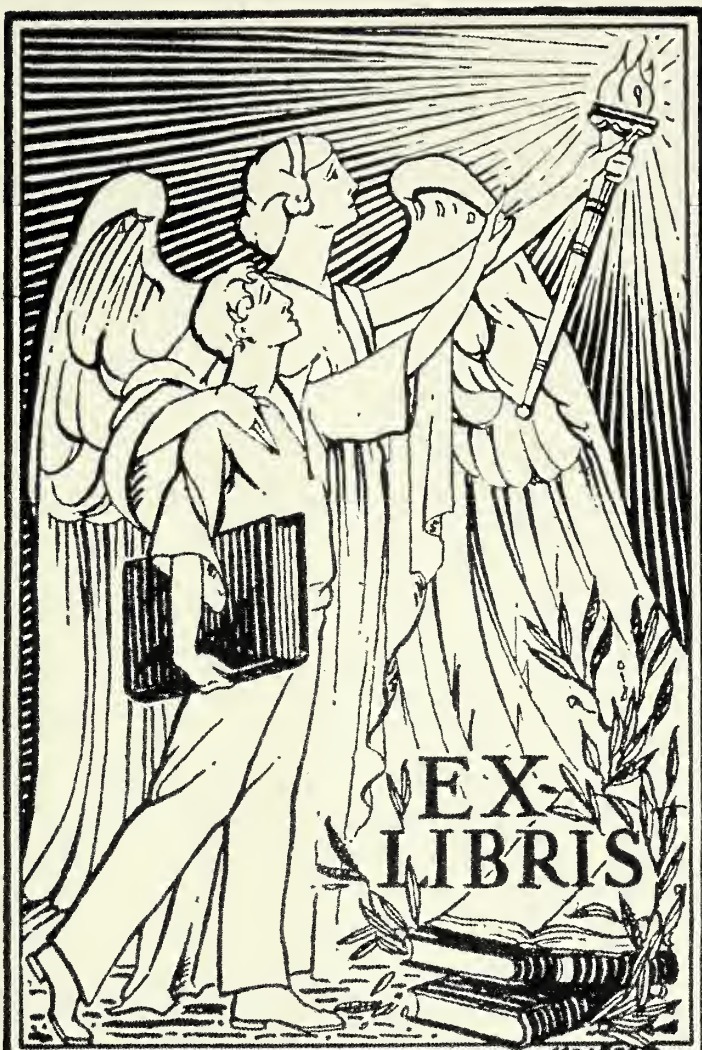
\*GRADUATE SCHOOL OF SOCIAL SERVICE  
OUR LADY OF THE LAKE COLLEGE  
SAN ANTONIO 7, TEXAS

Miss Rita M. Fleming, Director

\*One-Year School

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